



	EYFS	Year 1	Year 2
Decoding/word recognition	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondence. - Read some letter groups that each represent one sound and say sounds for them. - Read some common exception words and high frequency words. - Read simple phrases and sentences made up of words with known letter-sound correspondences.	- Read aloud accurately books that are consistent with their developing phonic knowledge. - Apply phonic knowledge (44 phonemes). - Recognise and use the different ways of pronouncing the same grapheme e.g. (ow as in snow and cow; ea as in head and tea). - Read accurately by blending sounds in unfamiliar words. - Read common exception words, noting tricky parts and a range of high frequency words. - Split two and three syllable words into separate syllables. - Read words with contractions e.g. I'm and don't. - Read words containing -s, -es, -ing, -ed and -est endings. - Develop fluency, accuracy and confidence in re-reading books. - Read more challenging texts using phonic and common exception word recognition. - Develop some fluency and expression.	- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. - Re-read books to build up fluency and confidence in word reading. - Read frequently encountered words, including high frequency words, quickly and accurately without overt sounding and blending. - Read accurately words of two or more syllables that contain alternative sounds for a grapheme i.e. ou as in roundabout or grouping. - Read words containing common suffixes e.g. in, eg, er, est, y, ness, ment, ful, ly. - Read further common exception words noting the tricky parts. - Develop fluency and expression by take note of punctuation when reading aloud (pausing when necessary and changing voice in response to an exclamation mark or question mark).

EYFS and Key Stage 1 Reading Progression

Vocabulary	• Learn new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Discuss key vocabulary, linking meaning of new words to those already known.	• Discuss and clarify the meanings of words and link meanings to known vocabulary. • Identify and discuss words within the context of the text. • Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.
Inference	• Listen to and talk about stories to build familiarity and understanding.	• Begin to make simple inferences e.g. why do you think the character said or did that?	• Make inferences on the basis of what is being said and done. • Use evidence from the text to support answers.
Prediction	• Make predictions based on what has been read so far and give simple reasons.	• Discuss the title and predict what the story may be about. • Make predictions based on what has been read so far and give simple reasons.	• Discuss the title and predict what the story may be about. • Make predictions about what has been read so far and give reasons.
Explain	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Demonstrate understanding of texts by answering questions related to who, what, where, when, how and why. • Identify and describe main characters in stories. • Give opinions and when prompted, support with reasons. • Relate texts to own experience and describe in some detail.	• Demonstrate understanding of a range of texts by answering questions related to who, what, where, when, how and why. • Express their views about a book or poem. • Discuss some similarities between books. • Listen to the opinion of others.

EYFS and Key Stage 1 Reading Progression

Retrieve	• Begin to locate parts of text that give particular information i.e. titles.	• Answer a question about what has just happened in a story. • Retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion. • Begin to locate parts of text that give particular information i.e. titles and contents.	• Independently read and answer simple questions about what they have just read. • Ask and answer retrieval questions. • Draw on previously taught knowledge. • Locate specific information from a text e.g. subheadings, contents.
Sequencing	• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	• Retell familiar stories orally. • Sequence the events of a story they are familiar with. • Begin to discuss how events are linked.	• Discuss the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story.